Research-based Analysis of Erasmus+/Youth in Action – RAY Network

# Research project on the impact of Key Action 2: Cooperation for innovation and the exchange of good practices (RAY-INNO)

## Country Report – Turkey

November, 2019

Erasmus+

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# Introduction

This country report is prepared as a part of the transnational research initiative entitled "Research project on the impact of Key Action 2: Cooperation for innovation and the exchange of good practices (RAY-INNO)." RAY-INNO is one of the research projects started in 2019 of the Research-based Analysis of Erasmus+/Youth in Action - RAY Network with the participation of 16 RAY Network member .

The RAY-INNO project team identified the aim of this research project as "to explore the role, impact and potential of Erasmus+/Youth in Action (E+/YiA) Strategic Partnership projects as instruments to foster innovation and the exchange of good practices in the youth sector and related fields." In light of this aim, research objectives are defined as:

1) to explore the impact of transnational projects funded through KA2 on the youth sector, both in relation to the fostering of innovation and the strengthening of good practice; and,

2) to explore the key features of transnational Strategic Partnerships with a high level of impact on fostering innovation and strengthening good practice in the youth sector.

To specify the design and implementation of RAY-INNO research project, the following research questions are developed:

- How have transnational Strategic Partnerships defined innovation and good practice, respectively, in the context of their projects?

- How do transnational Strategic Partnerships seek to support the fostering of innovation and the strengthening of good practice?

- How are the results of transnational Strategic Partnerships – intellectual outputs and/or best practice – typically shared, and how adequate are these sharing approaches?

- How do innovation and good practice have an impact beyond the partnership carrying a project, on the specific youth work context of the project as well as the wider youth sector?

- Which aspects contribute most to the successful transition of project outcomes into youth work and youth policy discourses beyond a particular project?

The key component of RAY-INNO has been the development of case studies at the national level. Those case studies are planned to focus on single transnational Strategic Partnership (KA2) projects to foster innovation and the exchange of good practices and make a thorough examination of those individual projects, based on first, the key project documents (applications, reports, products) and second, explorative interviews with key project stakeholders, including actors who implemented the projects and actors who can contextualise the impact of a given project on youth work, youth policy, and in the wider youth sector.

In line with the RAY-INNO research design, for the Turkey country study, six of the transnational Strategic Partnership (KA2) projects funded by the E+/YiA National Agency of Turkey between 2014 and 2016 were selected. The projects for the case studies were selected by the E+/YiA National Agency of Turkey together with the transnational research team. Three of the projects were coordinated by universities, one of them by a foundation and two of them by associations. All the projects are KA2 innovation projects since there had been only one KA2 exchange of good practice project suitable for the analysis in this period, of which the contact persons stated they could not be able to take part in the study. For each project, 2-3 explorative interviews were conducted with the key stakeholders of each selected project in June-July 2019. The interview protocols developed by the RAY-INNO coordination were used in the interviews. Interviewed key stakeholders included the actors who implemented the projects, as well as the actors who could contextualise the impact of the project on youth work and youth policy, and where relevant ideally also the wider youth sector.

Thus, this report involves six individual case studies on six transnational Strategic Partnership (KA2) projects funded by the E+/YiA National Agency of Turkey, prepared through the analysis of the qualitative data collected through the interviews, as well as the key project documents and publicly available documentation such as the websites, project outputs etc. for each project. The conclusions drawn from individual case studies are structured in line with the major research questions of the RAY-INNO, in a way to provide input for the transnational analysis to be conducted by the findings of 16 participating countries of the RAY-INNO research project.

With regards to the content of and language used in the case studies, two issues should be highlighted. The first is that, the concepts, expressions and statements used by the project teams in their different documents (such as "refugees", "children of war"…) and in the interviews are preserved as they are in the narrative of the case studies. The reason is that those concepts are not only referring to the Turkish case owing to the international/transnational characteristics of the projects; and, they are used as a signifier of a common understanding between the project partners. In addition, in the way they are used, they can also be construed as a part of the innovative aspects of the projects. Secondly, the statistics or data delivered in the project documents are taken for granted for defining the wider context of the projects. The reason is that they are presented as a part of the perceptions of the project partners with regards to the extent of the social problems that they suggest to target through their projects. That is why the validity or resources of these statistics/data is not questioned.

# CASE STUDY #1

## Abstract:

The project aims at developing and promoting an inspiring perspective on entrepreneurship by combining it with the concept of "biomimicry". The project targets young people as current and future young entrepreneurs in the business ecosystem in Turkey and in Europe. The project has developed an extensive e-learning content and platform (a website) which includes videos, lectures, quizzes, etc. The intellectual outputs were disseminated through a variety of multiplier/dissemination events, which targeted both heterogenous groups of young people, such as participants of youth camps, as well as homogenous groups, such as students of engineering departments.

**The context of the project is to introduce a new concept, "biomimicry" to young people in a way to support youth entrepreneurship.**

## Context and Objectives:

The context of the project is to introduce a new concept, "biomimicry" to young people in a way to support youth entrepreneurship. In this regard, the motto of the biomimicry, namely "learning from nature" and emulating its elements in order to create sustainable and creative designs, is considered to be inspiring for the business ecosystem and entrepreneurship. Accordingly, the major objective of the project is identified as to combine biomimicry with the concept of entrepreneurship, through developing e-learning materials that can be used for educational purposes. The target group of the project is young people aged 18-35. The target group is considered both as a heterogenous group as young people with "different educational backgrounds, locations, social levels, genders, and disabilities;" and, as a homogenous group as young people who are at the beginning of their careers as engineers.

The project included eight partners from five countries and three of them are particularly working on the topic of biomimicry. The partners include non-governmental organisations, universities and enterprises.

## Approach and outputs:

Combining biomimicry with entrepreneurship is identified as the innovative aspect of the project by the interviewees. As indicated by two of the interviewees, innovative thinking was considered as a need for young people (especially in Turkey) and lack of materials on biomimicry in Turkish was acknowledged as a gap to be filled.

Intellectual output of the project included first, the development of the content of the e-learning materials; and second, the establishment of an online platform (http://biomimicryfe.org/) to share the training content. The project succeeded to create the webpage as an open-access education website for all interested beneficiaries. It contains educational materials and interactive learning elements in three languages (English, Spanish and Turkish).

E-learning education tools (online courses) including 45 videos of a total of 350 minutes were prepared for basic and advanced levels. Originally these materials were planned to include 20 videos, each having 20-30 minutes of length. However, as a result of the budget cuts and re-evaluation of the educational content in light of effective learning principles by the project partners, 12 learning topics were identified and a total of 45 videos were created. These were also supported with some extra additional materials, keynote speaker lectures and quizzes modules. It is also indicated by an interviewee that the videos were mostly prepared by teams of young people.

## Results and impact:

The outreach of the online platform of the project was identified through the statistics of the visitors and members, through a module added to the website. However, the project did not only focus on content development for the e-learning website and its dissemination through the platform, but it also included a variety of multiplier activities, such as educational seminars, information panels and workshops in Turkey and in the Netherlands and Spain. Some

of those activities were organised at the initial step of the project in a way to receive the feedback of the participants on the content and structure of the e-learning platform. Some of the activities were held to introduce and promote biomimicry for the entrepreneurship ecosystem through education institutions and start-up incubation centres; and some of them were realised to distribute the outputs of the project to a wider public, in a way to include invited speakers from different universities, international organisations and enterprises.

Maybe the most relevant of the dissemination activities to youth work was the dissemination activities organised at the youth camps of the Ministry of Youth and Sports (MoYS) in different regions of Turkey. Although cooperation with the MoYS was not originally foreseen at the design of the project, it was initiated through personal correspondence upon the need observed during the project implementation. As one of the interviewees stated, this need depended on a perceived missing link between the learning materials and facilitation of their actual use by the young people. To respond to this challenge, additional workshops were organised in a way to help young people adapt to the training materials. These activities are considered, by an interviewee, as a factor to increase the impact of the project outcomes by creating "touching points" and increasing the interest of young people to the theme of the project. In this context, the learning materials were also adapted to the specific needs of young people with different professional backgrounds (such as engineers, doctors, software developers). These activities were held with more heterogenous groups (such as the participants of the youth camps), as well as with homogenous groups, who are more career-focused. It is indicated that through the youth camps, the project team could reach more than 700 young people at the age of 18-25 from all over Turkey. An important result of this type of dissemination was the mini surveys (named as "experience forms") with the participants of the youth camps as an evaluation mechanism for the project's input. The results of the mini surveys showed that almost 95% of the participants

found the input inspiring and stimulating, but they also indicated that they need more advanced training activities. Last but not the least, the project team also produced a short video with the participants of the youth camps, in an effort of "impact analysis", by compiling the views the participants about the content of the input, namely biomimicry, in a way to identify the impact of the project's input on youth empowerment (https://www.youtube.com/watch?v=qAYYd9OyO1A&t=3s).

In addition, although four dissemination meetings were planned originally, the project team eventually organised 13 dissemination meetings in three countries. The main target group of the project was young people; however, the projects' outreach indeed went beyond youth work. The project created venues for cooperation between scientific community and industrial sector. The project team organised sessions in different universities, especially for the students of engineering departments. In addition, the workshop organised at an entrepreneurship competition of a university's technopark, not only helped dissemination of the project, but also inspired the project coordinators to organise a competition on biomimicry design, as indicated by one of the interviewees. Last but not the least, some of the workshops (for example the one in Madrid) included case studies in a way to adopt an "applied approach" to promote biomimicry as a tool for entrepreneurship.

Interviews show that the project has been perceived as a "first step to the future projects" and the project team is enthusiastic about creating official educational programmes with universities and corporate consultancy services. It was indicated by an interviewee that some representatives of institutions such as the Ministry of Education and UNDP Turkey showed interest in the theme of the project, as well as in the learning content developed through the project, and inquired further about the ways to work on it together in the future.

In this context, it is also important to state that, the members of the project coordinating team are dedicated to establish

an association for biomimicry in Turkey, and sustain their activities on the topic further in the future. Such a move is believed to ensure the continuity of the training system created by the project.

## Success factors:

The key success factors of the project are observed to depend on following factors:

- The project team had a strong perception that the topic, i.e. biomimicry, is a strong one; which has the potential to attract attention of the young people and can empower them in various ways.

**Three of the project partners were chosen among the organisations which have vast expertise on the topic/theme of the project.**

- Accordingly, three of the project partners were chosen among the organisations which have vast expertise on the topic/ theme of the project. This has ensured the development of the e-learning content and establishment of the e-learning platform in a professional and organised way.

- Identification of the need for further action/activities for the facilitation of using the e-learning platform and the materials during the project implementation has contributed significantly to foster innovation in the context of youth work. Accordingly, although dissemination of the project outputs through the youth camps of the Ministry of Youth and Sports was an unforeseen activity, it seemingly turned out to be a successful intervention to enlarge the project's impact.

- The project activities were also considered as an opportunity to take the feedback of the beneficiaries and to identify their further training needs. Although they were not planned at the beginning of the project, the evaluation forms distributed and the short videos prepared during the dissemination activities also proved to be successful for testing the impact of the project.

- The project managed to touch more homogenous and heterogenous target groups. This shows the adoptability of the project's intellectual outputs to other contexts in youth work or in the wider youth sectors, which is, in this case, the higher education institutes.

One of the important issues, which could have negatively influenced the success of the project, was indicated by one of the interviewees as the difficulty of creating a common understanding about how to ensure a division of labour amongst the project partners. It seems that ensuring such an understanding and creating healthy communication took some time at the beginning of the project, for which the

**The difficulty of creating a common understanding about how to ensure a division of labour amongst the project partners.**

project team had to spend some extra energy. However, once the roles of the partners became clearer, the implementation became much smoother. Thus, it was indicated that next time if they organise a project, they would dedicate more time to get to know each other to ensure a better dialogue between the partners.

# CASE STUDY #2

## Abstract:

This project focuses on refugees and migrants in a timely and important fashion. It aims to develop youth workers' knowledge, skills and competences in "reaching out" refugees and migrants. The project team worked on creating content and materials for youth workers to feel prepared to work with immigrant and refugee youth, and a training program that can help youth workers gain necessary knowledge and skills specifically related to the unique needs, assets, challenges and strengths of immigrant youth. Such an effort of "reach out" is considered as the basis of the project.

To create something concrete for youth work sector, a training on how to work with refugee and migrant young people, and necessary tools to be used. Second is innovation in methods. There are plenty of materials and research on the subject of refugee youth, but almost none of them were considered to apply non-formal and informal methods to migration and refugee issues.

The approach to innovation in this project is two-fold, as stated by the interviewees: first, it is innovation in application/implementation. To create something concrete for youth work sector, a training on how to work with refugee and migrant young people, and necessary tools to be used. Second is innovation in methods. There are plenty of materials and research on the subject of refugee youth, but almost none of them were considered to apply non-formal and informal methods to migration and refugee issues.

This case study is considered as a successful one as it brought together partners from different parts of Europe, to work on an issue that is relevant for all, and created very concrete material that can be used in youth work on a day to day basis.

## Context and Objectives:

The context is very clearly defined for this project: the influx of refugees, mainly as a result of the situation in Syria which created series of challenges for Turkey and other European

countries. The project documents indicate that Turkey hosts about 3.5 million refugees from Syria, of which 50% are below the age of 18. Other European countries have also been affected by the flow of refugees, whether they experienced it (i.e. Greece) or with the possibility of it. The issue is considered to have consequences and reflections in all aspects of society, from politics to economics. The complexity and the size of the challenge is perceived to require entire segments of civil society to be engaged and take action. However, the project documents indicate that Turkey, which is normally considered as a sending country, has little experience in hosting such a massive number of refugees or migrants. Starting with 2011, in Turkey civil society in general, and the youth sector, in particular, have been facing a massive demand and need for competent and trained people to work with such groups.

Accordingly, the project's starting point is to identify what the necessary competences are for youth workers to work with massive numbers of refugees. The second objective is to decide and design methods and approaches on how to give these competences to youth workers to work with refugees. Finally, the project aimed at developing non-formal and informal training tools that can be used by the youth workers when working with refugees.

## Approach and outputs:

The project approached innovation on two levels: application in the sense to create something that does not exist and can be applied in youth work and methodology in the sense to create new methods that can be used.

The "reach out" materials that were designed and produced as outputs were innovative in addressing all four learning styles: lecture, learning by doing, gamification, and audio-visual. The existing materials, which did not focus directly on working with refugee youth, were rarely encompassing all these four elements. The trainers' manual and the training tools that were produced did not exist until this project. The partners knew each other prior to this project and they were

aware of the fact that they have a similar and compatible understanding of innovation, albeit at varying degrees. During the project, this common understanding was further developed and slightly modified. The main point was the completion of the needs' analysis: it revealed and proved that such a training material and content really did not exist in the field. It enforced and ensured the partners on the innovative dimension of the project. At the design stage of the project, it was a hypothesis that such a targeted youth work material was lacking in the field, and the findings of the needs' analysis confirmed this hypothesis.

The interviewees stated that the needs analysis also fostered the innovative dimension. The results of the report required them to modify and update the content of the trainings. The activities of each module were revised and redesigned to include at least two out of the four learning styles. The pilot phase also contributed, and the project kept revising itself based on the feedback from the field.

## Results and impact:

The project was successful in fulfilling the following objectives:

- to develop an innovative training curriculum for youth workers who work with young migrants and refugees.

- to train youth workers with this new training curriculum.

- to increase professional knowledge and skills of youth workers in the area of migrant and refugee work.

- to develop online training materials and tools in four languages and online.

There is also the trainers' handbook, guiding the youth workers and trainers on how to use the developed material. Trainers' handbook is also designed in a way that would foster innovation: the end users are encouraged and directed to develop and adopt based on their realities and needs.

The project also created a de-facto network of individuals and organisations that are working on the issue of refugees and migration. It also contributed to the university-civil society dialogue. The university, which produces knowledge and evidence, became more accessible for the civil society representatives that were part of this project. Some of the participants of this project continued to receive education and training in different forms (summer schools, webinars, etc.) on the issue of refugees and migration.

The project drew attention from beyond youth sector as well, due to the severe need for materials about dealing with refugees. The social services sector in Turkey started to adopt and use the training tools developed in this project for their own staff trainings. The representatives of health sector, which also have to deal with refugees in different conditions, joined the project at its pilot phase and started to use/adopt the materials in their refugee-related work. It also contributed to the increased levels of awareness and knowledge within the health sector.

## Success factors:

The project's success appears to come from the following factors:

- The partners had a strong shared interest and experience. They were also aware of the needs of the field and what was missing.

**The stakeholders seem to have conducted a comprehensive self-evaluation. They are aware of certain shortcomings of their project and they indicated in the interviews that they would do certain things different.**

- The needs analysis report was crucial in finding out what is needed and what would be the best way to address this need. It was also essential in confirming the innovation dimension, that no such material and application existed.

- The project was very careful in following the feedback from the field and the practice. It carefully and deliberately avoided a top-down approach. The material

was developed based on the needs analysis and was revised and updated several times during the pilot phase.

• The national and local realities were taken into consideration. In Greece for instance, the youth workers were more experienced in dealing with refugee youth, and they required further and more advanced approaches.

The stakeholders seem to have conducted a comprehensive self-evaluation. They are aware of certain shortcomings of their project and they indicated in the interviews that they would do certain things different. The most important point they raise is the self-sustainability dimension. The materials do not exist in Arabic, and they are not designed in a way that youth workers who are also refugees themselves can use it.

If the stakeholders could do the project again, they indicate that they would design all in a way that the refugees and the youth workers were not compartmentalised, and the refugees would be included in all levels of the project. The interviewees also indicated that they would definitely produce the content in Arabic as well, to be used by Syrian youth workers.

The interviews show that the stakeholders also regret the composition of the project team. The interviewees indicated that they would definitely include a partner from one of the major European states, such as Germany, France or Spain, to widen the reach of the project.

The interviewees were also critical of the dissemination strategy of the project. They indicated that while the project produced quality and previously non-existing material, they did not reach to youth work and training community as far as they hoped for. Finally, while the needs' analysis report did not aim reaching at the level of policy making, it has very valuable information and input for policy makers. However, there is no platform to share the findings and conclusions as the research-policy and practice-policy dialogue is particularly difficult on the refugee issues, due to the political sensitivity of the subject.

# CASE STUDY #3



SOSYAL SİRK İLE YAYMA JOY!

## Abstract:

The project aimed at initiating an expert community in order to support social circus activities to be conducted with the "youth and children of war" for overcoming their traumas and help them rediscover hope and joy with social circus. This mission included the establishment of an innovative platform, involving information, instructions, tutorials, guidance and inspirations in terms of physical arts and social circus pedagogy. With the partnership between organisations which have been implementing social circus activities, the "circus effect" was planned to be shared with and disseminated towards wider groups of young people, youth workers, organisations and other relevant stakeholders.

**The project aims to offer an alternative source of education, through non-formal education, to refugee and displaced youth in and around Europe. The concept which guides such an alternative source of education is the concept of "social circus."**

## Context and Objectives:

The project points out an important social problem, namely the difficulties faced by the "children and youth of war" in terms of education. Acknowledging the high percentages of Syrian refugee children who have difficulties of accessing to formal education in the host societies, the project aims to offer an alternative source of education, through non-formal education, to refugee and displaced youth in and around Europe. The concept which guides such an alternative source of education is the concept of "social circus." The project brings together partner organisations which have been individually practicing the concept of social circus in their local/country contexts with the objective of creating a "circus effect" by developing a platform to empower refugee children and youth by its social circus pedagogy. In this way, the project aims to share knowledge and years of experience of the partner

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organisations to enable more children and young people benefit from the circus effect.

For this aim, the specific objectives of the project are defined as "developing a common understanding between the partners and developing tasks and duties for each of the partner organisations", "conceptualising the main frames of the work", "creating the structure of the platform", and "implementing experimental pilot activities with local focus groups for the trainings."

## Approach and outputs:

For this project, innovation is identified as the creation of the circus effect through a platform by utilising its social circus pedagogy and years of experiences with the "children and youth of war" to facilitate and provide activities for and with those children and young people. In this sense, not necessarily the concept of social circus, but also the enlargement of its impact, labelled as "circus effect", is considered to be innovative. In other words, innovation is attributed to the spreading "the practice of social circus" and introducing "cross-sectoral perspectives in its practice to enlarge and deepen its reach and impact." Such an effort was realised through the development of new social circus methods and tools, by "democratising the knowledge and know-how of the social circus pedagogy." In addition, results of social circus initiatives were multiplied by creating a network of displaced youth as the target group by utilising ICT, which helped the development of a cross-sectoral international network. Last but not the least, one of the interviewees defined innovation within the context of the social impact and social cohesion it created, rather than the implementation of a new concept per se.

The major intellectual output of the project, namely the social circus platform, is designed as a website, a network, a database and a call for action for new stakeholders such as donors, private sector, volunteers and "youth of war" (https:// thecircuseffect.com/). The platform is designed in three languages (Arabic, English, Turkish) and it includes information,

instructions, tutorials and guidance, in a way to inspire "how physical arts and social circus pedagogy transforms children and youth of war from victims to leaders."

The approach of Circus Effect is to focus on discovering the personal resources and talents in "children and youth of war" and strengthening them by different trainings. Through those trainings, the participants are expected to develop personal and social skills through physical arts activities and contribute to their communities by conducting workshops and performances. Although social circus activities target children, there is also a specific role identified for young people in the project, which was conceptualised as "social circus heroes." While children participating in the activities are called "Circus Habibis," the trained young people to work with Circus Habibis are named as "Circus Heroes." Circus Heroes are an important element of the project, since they are visualised as the actors to be trained to implement the strategy for a social network for refugee and displaced youth practicing social circus activities. Although the model of Circus Heroes was implemented successfully in the project, there was also a particular aspect of the model which did not work as expected. One of the interviewees mentioned that Circus Heroes managed to develop personal skills in social circus activities, but at a certain point it was realised that they could not become pedagogically competent to work directly with children. In that sense, the Circus Heroes continued to act as the "show team" of the project and were invited and participated in different festivals.

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Actually, this dissemination-related role of the Circus Heroes was also defined in the project as a way to multiply social circus practices and activities. Circus Heroes actively took part in the Circus Effect platform by presenting and featuring their contributions through blog posts, videos and social media channels. In this context, a total of 30 video tutorials

were prepared with the collaboration of local and refugee youth from Germany, Turkey, Afghanistan and Bangladesh on social circus policies, pedagogy, exercises, techniques, props production (using recycled or low-cost material), class programming, organisation and implementation, and regulation and good practices on youth work with refugees and displaced communities.

One of the intellectual outputs, namely the "mobile application" of Circus Effect could not be produced. Although the project partners conducted research and prepared the content and components of the mobile application, at the development of the application stage, it was realised that the "possibilities and needs were not matching with the provided budget" and with the actual technical capacity of any of the partners. As indicated by one of the interviewees, after a series of discussions, the project partners decided not to produce the "social circus app" with the consideration that it would cost more than expected and still the quality and the efficiency of the app could not have been ensured.

## Results and impact:

The project was implemented by seven partners, many of which had already been implementing social circus activities. In that sense, the Circus Effect platform was a common output by the partners. In addition, as indicated by one of the interviewees, mobility activities such as

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the capacity building trainings and study visits were quite useful, especially for further developing the organisational and human capacities of the partner organisations. Sharing the experiences of other partners helped to go through different contexts for the similar types of activities and in that sense, it enlarged the vision of the partner organisations. Here, one interviewee stated that building and increasing

the capacities of the partner organisations were considered to be highly related to the achievement of the project objectives. For example, a curriculum was prepared for the regular circus programme and it was agreed that the programme should have a "management guide." In addition, learning the tools, processes and methods to establish and manage a volunteer network was indicated as another result of the project. One of the interviewees mentioned that an outcome was the orientation programme developed for the volunteers. Thus, it is possible to observe that an important impact of the project was realised in form of capacity building for the partner organisations.

Another result of the project was the organisation of multiplier and dissemination events. Some of those were continuous activities and some were singular big scale events. Those events included regular social circus workshops, youth shows at festivals, exhibitions and concerts. The social circus workshops organised in Turkey, Denmark and Afghanistan were the continuous activities which provided the opportunity to the partners to implement the ideas created within the context of the project; to receive feedback from the beneficiaries; and, to engage volunteers (more than 200) actively into the activities. For example, in Turkey as a result of 100 circus workshops, 10 circus shows were organised. In addition, two youth circus festivals (in Turkey and Afghanistan), one mobile photo exhibition and two concerts (in Turkey and Germany) mostly carried out by the volunteers were some other multiplier activities of the project.

The project identified four main groups as beneficiaries: The Joy Makers (named as Circus Heroes later on), who are young people conceptualised as social circus trainers to be endowed with the managing capacity as leaders to help children in their communities; the children of war affected areas, as the beneficiaries of the activities of the Circus Heroes; the volunteers to support the activities for the children; and, the participant organisations to support the Circus Heroes and their work for children. More specifically, two types of participants benefited from the project: youth

workers involved in the project in order to create policies, training materials, web platform etc.; and disadvantage youth, defined as those with fewer opportunities in terms of educational difficulties and economic obstacles. Thus, the project created an immediate impact on youth work through the involvement of those types of participants into the project activities.

The results of the project have also had an impact beyond youth work, by very well managing to increase recognition of youth work among a wider set of public and civil actors, as well as in the eyes of the general public, especially of the parents. As two of the interviewees indicated, the adoptability of the content of social circus concept and pedagogy to different social problems and social context (such as peer bullying, child labour, child marriages etc.) helped increase the benefits of the project outcomes for different segments of children. To the extent that the caregivers of the children, such as the parents and teachers, witnessed the improvements in mental, physical and skills related development of the children, they started supporting the activities of social circus by encouraging or allowing their children and pupils to attend them. In addition, it is possible to observe that the positive outcomes of the project have also strengthened relationship with public institutions such as the schools, the provincial directorates of ministries and the municipalities; and, other civil society organisations, which eventually led to opportunities for new activities and cooperation.

Last but not the least, during the project, the project team realised that the project managed to touch many young people and children, however, there were not any mechanisms designed in the project to measure the impact of the project. Thus, one of the interviewees indicated that a new project idea was born from this need to develop a feedback mechanism and create new instruments for impact analysis.

## Success factors:

The project has proved to have an added-value to youth work, especially in terms of its activities with the target group, namely the refugee, displaced children and youth due to war, and through the content it created as a platform to spread the effects of the project. The key success factors of the project appear as follows:

- Content-wise, the project managed to promote the development, testing and implementation of innovative cross-sectoral international and digital practices in the field of social circus, education, training and youth.

- The project brought together a number of partner organisations, which have already been implementing the concept of social circus in their daily activities. In that sense, the project was successful to bring together specific expertise on an innovative non-formal education tool and pedagogy, to develop new materials under this concept, to encourage young people to produce their own outputs.

**As a result of the project, they grasped the importance of making a clearer division of labour between the partner organisations at the planning stage of the project.**

- The project managed to involve young people, not only as a target group, but also as the resource persons. The idea of training Circus Heroes to take part in future activities with children and to create the content for the platform was very much in line with the overall objective of the project, which was to ensure that the impact of the project is disseminated through "concentric waves" as one of the interviewees stated.

- The project managed to empower young people, especially those who were involved in the partner organisations, on social circus methodology and pedagogy. Such a development of human capacity also acted as a factor to enable the sustainability of the activities in the field.

- The project had an impact on the local community and was considered by the interviewees as successful to the extent that it strengthened social cohesion through the concept and activities of social cohesion.

One of the challenges experienced throughout the project was the disaccord between the partners at the start of the project. It is indicated that two of the partners voiced some discrepancies between the planned activities and the existing budget. The discordance could be solved with the help of a facilitator hired by the coordinating organisation, and new arrangements could be agreed upon with the help of establishing a better organised way of discussion. In that sense, one of the interviewees indicated that as a result of the project, they grasped the importance of making a clearer division of labour between the partner organisations at the planning stage of the project.

Another challenge which was experienced throughout the implementation of the project was related to the role defined for the Circus Heroes. Although the project activities ensured a serious degree of personal development of those young people, still there was an over-expectation from those young people in terms of acting trainers in the social circus activities. Two interviewees stated that there were some pedagogical risks for the Circus Heroes to work directly with children (such as behaving badly to children, miscommunication, conflicts etc.). In that sense, the need for further pedagogical support for the Circus Heroes to act as trainers was acknowledged at the end of the project, and a new project idea was initiated in this regard.

# CASE STUDY #4



ONE MISSION, ONE PLACE, ONE COMMUNITY
MEDIA MAKER WHO CAN BE YOU!

## Abstract:

The project Social Entrepreneurship for Young Community Media Makers brings together several aspects as part of their innovative approach, as elaborated by the interviewees. To start with, the project deals with the popular concept of entrepreneurship, as one of the priorities set by the EU Youth Strategy (2010-18) and the latest EU Youth report (issued 15/09/2015). However, it focuses on social entrepreneurship dimension and deals with active citizenship and sense of community among young people. Overall, the project aims at training young people to develop their social entrepreneurship skills and increase their knowledge in creating and managing Community Media. Therefore, the objective is to empower young people to bring their community issues and challenges into the public domain, become self-organized and develop their communities. The innovative part considered by the interviewees is to take very popular concepts of entrepreneurship, media literacy, media content production and active citizenship and to combine them in a way that are connected, and emphasise the less discussed and approached aspects of them, i.e. social entrepreneurship and community media. This approach is supported with the emphasis on social innovation in youth projects. The project is identified as a "Good Practice Example" at the Erasmus+ Project results page.

**The project aims at training young people to develop their social entrepreneurship skills and increase their knowledge in creating and managing Community Media.**

## Context and Objectives:

The project developed new educational modules for young members of local communities in the area of community media technical skills, entrepreneurship skills, management of the collaborative involvement of community, members, and target groups. The objectives that the project succeeded in fulfilling are:

- Promoting social entrepreneurship among young people,

- Strengthening the media and entrepreneurial activities of the participants,

- Entrepreneurial learning-entrepreneurship education,

- ICT-new technologies-digital competences, and

- New innovative curricula/educational methods/ development of training courses.

The project has a special inclusion dimension as well. The context in which the project is developed and implemented is built on the empowerment of disadvantaged groups. As one of the interviewees summarised, having your voice heard in the mainstream media is a challenge due to ownership structures, and especially the issues and challenges faced by people with fewer opportunities are harder to get across.

Social entrepreneurs act as the change agents for society, seizing opportunities others miss to improve systems, invent new approaches, and create solutions to change society for the better. "Social Entrepreneurship for Young Community Media Creators" project was initiated for the purpose of encouraging everyone, who are interested in creating resolutions for social problems, to step towards creating their social entrepreneurship by using community media.

## Approach and outputs:

The interviews with the project team revealed the background approach adopted during the project. They have approached the popular concept of entrepreneurship from a social dimension. The project approach was summarized as follows by one of the interviewees as "Entrepreneurship should transform into social entrepreneurship; it should identify social problems of the community, in a way to raise awareness and get their voice heard about these problems through creating community media." This approach is to be followed by the following steps: The social problem is understood by the community which works on getting their voice heard. This enlarges the community and will trigger

social entrepreneurship which will work as the agents of change.

The project's innovation comes from a very simple approach: people have an interest in issues, they want to do and say something about it, and this project showed and trained them on how to do it in a better and organised way. Thus, it shows a new and better way of doing something that people have been trying to do. For the formulation of the project, one of the interviewees indicated that they "understand making a difference by innovation; innovation in concepts and innovation in implementation" and the project strived for this.

The project also approached innovation through learning by doing and active learning; the participants were encouraged to learn by doing and all modules and curricula developed involve this approach.

## Results and impact:

The project delivered all planned outputs, which are all available for the general public. The project received wide interest from non-youth sectors, such as the formal education (Ministry of Education) to use the online courses within their online education system. The results were disseminated widely, due to the stakeholder involvement, the members of the advisory board are all acting as disseminators and multipliers, as they have felt ownership of the project.

As the team included university staff, the results also have spilled to the higher education; some curricula and online modules are being used as part of the formal university courses, especially those on social entrepreneurship and the formation of community media.

The project seems to manage to bring together the youth generation, Generation Y, that is by definition distant to organised movements and institutional structures with the civil society. The project worked on introducing and implementing the dynamics of community making and succeeded in creating different forms of community media.

A striking example for the impact of the project is the diversity of "communities" it managed to mobilise, train and activate. It reached groups that are not necessarily within the youth work boundaries. It is indicated that Ege Kadın Buluşması, which is a regional women's initiative, with 200 civil society organisations from eight different provinces, is following the training modules developed by the project, and they have created their own community media, with social entrepreneurial initiatives in their focus. Before reaching this project, this group's main approach was limited to the organisation of trade and craft fairs and simple fundraising activities. Through the trainings of the project, they have developed ethical code, sustainability approach, impact analysis and their own community media in which they produce and share content.

## Success factors:

The project's success was a result of constant evaluation and reality check. The project had a needs analysis research from the beginning. The needs analysis exercise revealed the reality in the field, and kept the project team in tune with these needs.

The second important factor seems to be the stakeholder involvement. The project laid special emphasis on research-practice dialogue and established mechanisms that would keep the communication and cooperation between the research and practice throughout the project. Stakeholders were constantly engaged during the curriculum development and they were also essential in dissemination and exploration of results.

> The project's success was a result of constant evaluation and reality check. The project had a needs analysis research from the beginning. The needs analysis exercise revealed the reality in the field, and kept the project team in tune with these needs.

Third factor of success is the establishment and utilisation of advisory board structure. The board was a constant part of the project in all stages and the members gave constant

feedback. One example is the curriculum development. Once the draft courses were formed, it was the advisory board that criticized the amount of plain text, which was a natural thing to do for the academic team. They proposed more visual styles, which were implemented and contributed to the success.

The project had success in the strength of numbers. By mobilising high numbers of people through different approaches and at different stages, they received constant feedback on their progress and outputs, which in return contributed to the overall quality and innovation.

**The project laid special emphasis on research-practice dialogue and established mechanisms that would keep the communication and cooperation between the research and practice throughout the project stakeholder involvement in all stages; establishing a strong cooperation and working mechanism.**

The team, composed mainly of academics, approached the project as a learning experience for themselves as well; which seems to contribute to the success of the project. They did listen to the feedback from the stakeholders and the advisory board. The project team also experienced a process of intercultural learning, and they were in active control of this process. From beginning to the end of the project, they were observing and learning from the reality check, their academic and theoretical knowledge was being tested against the reality of the field. The team seems to be aware of and prepared for learning from each other, coming from different cultures and sectors.

The impact reached a very wide audience due to the multiplier event and trainings that were organized; a huge number of interested parties were invited and included, which goes well beyond youth sector. By organizing actual physical events and trainings, the project had a major success in dissemination and outreach. Physical events proved to work much better than sending out an information mail or flyer of the project.

Another success factor seems to be stemming from university-civil society cooperation. As the team was led by academics, but involved civil society actors in the design, implementation and dissemination, it managed to create more interest from different sectors, and contributed to the overall quality and interest to the outputs.

The stakeholder involvement in all stages; establishing a strong cooperation and working mechanism between the academy and civil society; following a process that nothing comes from top to down, but stakeholders have a say at every stage and finally the stakeholders having a huge sense of ownership seems to be the major success factors for this project. And all these are easily transferable to other contexts in youth work and beyond youth work.

# CASE STUDY #5

## Sign Language Speaking Tour Guides Project

**M2 - Evaluation Meeting**
**25th and 26th January 2017**

**Hosting partner**
**Doncaster Deaf Trust**

## Abstract:

This project is targeted towards a very specific group: hard of hearing and hearing-impaired young people. The project's aim was to contribute to the employability of hearing-impaired young people by providing them with training to become special tour guides using sign language. The project documents indicated that Turkey is a major tourist destination, receiving around 40 million tourists annually according to the 2018 figures. However, it is suggested that there exists no certification or any kind of training or education for young people with disabilities from Turkey to work in tourism as tour guides. Accordingly, this project aimed at delivering a training curriculum and recognition for such a profession that does not exist, and is considered to be needed.

The project design included development of a training curriculum and series of trainings. As the project team was working in a non-existing qualification, tour guiding in sign language, they also aimed at setting quality criteria by establishing Determination of Norms of National Occupational Standards and Determination of Qualification Levels.

The project as a case study offers two valuable insights. First, it aims at addressing several social challenges, i.e. disability, youth employability, intercultural communication by identifying what is missing in the reality. Second, it offers a valuable lesson in attempting to tackle such big challenges and as a result delivering much less than originally planned due to the size and depth of the challenges being tackled. The project has a valuable approach and it delivered valuable outputs that are novel. However, it also had to considerably revisit the aim of reaching its original target, which was to have pilot training to have trained hearing-impaired young people working as tour guides in sign language, due to organisational, financial and bureaucratic shortcomings. Their delivery of a Vocational Certificate Program for The Hearing-Impaired Young People to become professional tour guides is an important contribution.

## Context and Objectives:

The context of the project is to contribute to the employability of the hearing-impaired young people, as the disability groups are in a disadvantaged situation in Turkey. The project's own research indicates that the unemployment level among young hearing-impaired individuals is around 95%. The economic exclusion of these young people also results in their exclusion from everyday life activities in an independent manner as well as related social and cultural exclusion. Although state

**To contribute to the employability of the hearing-impaired young people, as the disability groups are in a disadvantaged situation in Turkey.**

provides education opportunities, targeted interventions for vocational training are very rare and limited for hearing-impaired. The project builds on creating employment opportunities in the tourism sector, which is one of the biggest economic activities in Turkey, and sets the aim to develop a training for hearing-impaired to become tourist guides, using sign language. As indicated by one of the interviewees, such a novelty is also considered to increase awareness about and fulfil the needs of the hearing-impaired tourists visiting Turkey.

The major objective of the project was to develop and practice A Vocational Certificate Programme for the Hearing-Impaired Young People to become professional tour guides. Through the cooperation between strong and well-established partners, which

**Cooperation between strong and well-established partners specialised in working with young people with disabilities**

are specialised in working with young people with disabilities on the one hand, and in the tourism business on the other, the project team manage to meet this objective. In addition to the experienced European partners, the project included the Turkish National Federation of the Deaf, which is the umbrella organisation for hearing-impaired in Turkey, and İzmir Chamber of Tourist Guides in a way to establish a link between the developed training programme and the profession of being a tourist guide.

## Approach and outputs:

The project approached innovation as developing a vocational training module that does not exist in Turkey in a way to contribute to the employability of hearing-impaired young people to work in a major sector, tourism, which lacks employment opportunity schemes for disabled individuals. As the projects' own research indicates, there is also a major need for tour guides that can use International Sign Language (for which the project provided training) as the estimates are around 250.000 hearing-impaired tourists visiting Turkey annually. So, the project does not only aim at an innovative approach for the young people to find employment, but also aims at contributing to the independence and learning of disabled travellers.

The project was created as a result of the experience of years of working together and identifying a genuine need to develop a project for. Accordingly, it had a very strong consortium, with very well established and experienced partners that work with and for the hearing-impaired young people. The project aimed at creating a Vocational Certificate Programme for the Hearing-Impaired Young People to become professional tour guides in Turkey, and through extensive work with partners and relevant stakeholders, they managed to develop such a programme. Eventually, the programme became a very extensive and comprehensive one, prepared with the support of professional tour guides associations and the hearing-impaired organisations and education centres (the training program is available at http://www.signguides.org/output.html).

Besides the development of a training curriculum, the project also had the objective of choosing and training young people to become tour guides, which was a much harder objective to meet for two reasons. The first reason is that, the developed certificate programme was originally planned for a two-year programme, but during the project, the project team realised that the programme should be a three-year one, in order to cover all the required components of the curriculum. Further expansion of the curriculum caused challenges in terms of

implementation of the pilot training, and the project could not achieve to deliver a full pilot training for potential tour guides to the extent that it was originally aimed for, due to financial bureaucratic hurdles and technicalities. As a result, the selected participants were given training sessions in a limited way compared to the original content of the modules. As stated by the interviewees, mostly due to the financial constraints, the duration of the training sessions had to be considerably reduced. For example, instead of 200 hours of archaeology and history training as planned, there was only one training of 12 hours. In addition, as stated by one of the interviewees, international sign language training was realised as a 10-day training, which was actually considered to be insufficient within the context of the developed programme. Thus, rather than implementing a full training programme, the project benefitted from the training sessions in terms of testing the methodology, approach of the trainers, technical necessities of the sessions (such as how many translators were needed in the sessions...) and duration of the sessions in terms of productivity.

The second reason for the difficulty of meeting the objective was that, as indicated by one of the interviewees, the project originally planned eight training activities in different countries, however, the project funding was approved for much smaller number of participants and for most of the trainings only the costs for two participants were covered by the project budget. Consequently, the trainings officially included eight participants in total, although there were some other participants unofficially joining in the activities from time to time, but could not formally take part in the project activities. Still, the project had the strength of mobilising resource persons with expertise in sign language and working with hearing-impaired young people. One of the interviewees stated that 15 to 20 trainers took part in the activities of the project, especially in the trainings, and they did not face any problems or limitations with regards to the resource persons.

## Results and impact:

The project, with the high level of expertise and strong structure of the consortium members managed to fulfil the primary objective, to design a certificate programme that can be used for the training of hearing-impaired individuals to become tour guides. The project also managed to design the quality and qualification criteria in a field that did not exist in Turkey before. The qualification levels of the prepared certificate program

**The high level of expertise and strong structure of the consortium members.**

under the Titles of Knowledge, Skill and Competence; The European Qualification Framework adopted by the European Union has been determined in accordance with the reference levels. The National Occupational Standard is a standard that is accepted by the Vocational Qualifications Authority for the successful execution of a profession Turkey; knowledge, skills, and attitudes are the minimum norms that show what is required.

There are no National Occupational Standards for hearing-impaired young people who want to be tour guides in Turkey. With this certificate programme, which is the intellectual output of the project, norms of National Professional Standard as deemed necessary by Vocational Qualifications Authority have been determined. This point alone is another strong innovation of the project that goes well beyond youth work context, which is beneficial for the society at large. Actually, as indicated by the interviewees, the programme curriculum is intended to provide a basis or a starting point for the establishment of a department or vocational high school under the roof of a higher education institution. Although there were some attempts to contact different education institutions, there were no concrete opportunities created in this regard due to the difficulty of the procedures and hesitations of the potential host institutions.

As a result of the project, training sessions were implemented with eight selected young people, as well as a sign language interpreter on the issues (International sign language,

tourism guide basic information) and professional practice activities. On different occasions, the project also enabled the participation of 24 hearing-impaired young people aged between 18-30 years in training and implementation activities abroad.

The project definitely drew attention to the economic and social inclusion of young people with disabilities and the situation of hearing-impaired youngsters in Turkey. The project team have managed to create a strong network among organisations that specifically focus on this issue, but they have also managed to extend this network to professional and governmental organisations such as the professional tourist guide chamber. As one of the interviewees indicated, the project contributed to enlarge the vision of both the Turkish National Federation of the Deaf and the İzmir Chamber of Tourist Guides. For the former partner, which is a big-scale the umbrella organisation for the hearing-impaired in Turkey, the project was influential in proving how to further support and empower

**The project definitely drew attention to the economic and social inclusion of young people with disabilities and the situation of hearing-impaired youngsters in Turkey.**

the hearing-impaired young people in their lives through training activities. For the latter partner, the impact was even bigger, since the project has shown that the hearing-impaired young people can also succeed in their profession when properly supported. One of the interviewees stated that at the beginning the Chamber thought that supporting young people only through sign language training would ensure that they could act tour guides, but after the project their vision enlarged considerably

**This network has extended from professional organizations such as the professional tourist guides chamber to government agencies.**

by realising the need for professional support with in addition to skills for the hearing-impaired young people. In addition, the Chamber also had the chance to diversify their activities and go beyond standard tour guiding activities, by integrating a new vision into their services, namely to appeal to their hearing-impaired service recipients. Such partnerships are promising both for awareness raising and sustainability dimensions for

the near future.

Dissemination of the outputs were succeeded to a limited extent. However, the project managed to internally evaluate the overall implementation of the project and started developing new projects out of their experiences. The interviewees mentioned that two more projects as an outcome of this one was already planned as follow up. The first one is to increase the expertise of the project team on the same topic by focussing more on the practice, in a way to include more trainings in the field; and the third one is to develop a "transfer of innovation" project in a way to further develop the certificate programme, as well as the identification of new tour routes for the participants.

Last but not the least, the project had a quite positive impact on the participant young people. As one of the interviewees indicated, the participants continued to remain in contact with each other; they took some steps to get organised in new initiatives (such as a special tour) that would help them use their acquired knowledge and skills from the project; and, they tried to sustain their efforts in terms of acting as hearing-impaired tour guides. This shows that albeit with a limited number of participants, the project managed to empower hearing-impaired young people not only in terms of vocational training, but also in terms of integration to social life.

## Success factors:

The following factors seem to be contributed to the success of the project:

- The partners had a strong shared interest and experience. They were also aware of the needs of the field and what was missing. They also had the experience of working together so that they could identify a genuine need for the project.

- The project partners, especially those from the UK, Italy and Spain are well-established, experienced and definitely had the resources and capacity to address

the objective at hand. The partners were operating in a field they very well know (disability) but also reaching to another field that was completely non-existent (vocational training for hearing impaired in the tourism sector). The result was quite influential especially for positively changing and enlarging the perceptions of the partner working in the field of tourism.

- The project team reflected upon the lessons learned from the project and started to develop further projects together as a follow up.

- Although the project eventually had a very limited number of participants it still managed to empower vocationally and socially a very sensitive group of young people with fewer opportunities.

The project also seems to have a strong internal communication, evaluation and feedback mechanism, that provided a quality check at all stages and ensured a smooth process, although the task at hand, the creation of a certificate program is a rather large one. The partners had past experience of working together, and the project was a follow up of their regular communication and collaboration, and gave way to even further cooperation opportunities. It is a major strength that the project partners did not get together for the sake of making a project, they decided to do a project while already working together.

- **The partners had a strong shared interest and experience. They were also aware of the needs of the field and what was missing.**

- **well-established, experienced and definitely had the resources and capacity to address the objective at hand.**

- **• The project team reflected upon the lessons learned from the project and started to develop further projects together as a follow up.**

The stakeholders are also aware of their shortcomings and provided an extensive analysis during the interviews. First of all, as indicated by one of the interviewees, they recognise that the aim of providing a pilot training, to test

the entire certificate training (which came out to be a three-year course) was too ambitious and was not actually feasible under the budgetary restraints of the programme. They were also aware of their shortcomings in financial and bureaucratic management of the project, which resulted in certain budget cuts as a result of the auditing. The interviewees stated that in the future they would not set such ambitious training activities or they would design the activities more in line with the financial and administrative rules of the programme. They admit that they prioritised the output and the participation of young people, and had difficulties to follow the financial and administrative rules and regulations, which in turn created limitations for them.

# CASE STUDY #6

## Abstract:

The project aimed at giving a special tool to have a more analytical approach to Impact Analysis for social entrepreneurs working on youth related issues. The participants' capacity on social impact analysis was improved through the project activities. A special Impact Thinking Approach was developed, a training content was designed and coaching activities were delivered.

The project aimed at giving a special tool to have a more analytical approach to Impact Analysis for social entrepreneurs working on youth related issues.

The innovative part of the project is the particular emphasis on the guide entitled "Maximise Your Impact: A Guide for Social Entrepreneurs." The guide is the first practical tool focusing on impact maximisation in youth work. The project fostered the innovation both in terms of methodology and in terms of practical guide creation.

## Context and Objectives:

The context for the project can be summarised with the statement that "young start-up social entrepreneurs have much potential and energy, but no experience." Without proper guidance and support, they were believed to face with risk to fail. Moreover, the start-ups by the young people were often observed to focus more on "their business models and getting funding", rather than "tracking their social impact".

The partners in the project are very active in their respective fields and carry a lot of experience in social projects. Believing that "the concept of social entrepreneurship might be an alternative way to strengthen the situation of young people", they have identified the lack of comprehensive tools and practical approach to manage their social impact and embed it into the operation plan and management of the organisation.

They have also identified that the existing approaches and

materials -including guides- on impact assessment focused on the impact evaluation and data collection, but did not cover two essential elements: stakeholders' involvement and maximising social impact.

Overall objective of the project was "strengthening social entrepreneurship as a sustainable and reliable model to solve social problems" and "equipping young social entrepreneurs to become more impactful through improving their capacity on social impact analysis." For this aim, the project was to develop an approach and a practical tool to help social entrepreneurs to maximise their impact, measure and trace expected outcomes in order to allocate resources as best as they can to have as much impact as possible.

The approach focuses on showing how to use data to drive decisions to improve the design of the activities and to maximise impact and leads towards developing recommendations: to change, stop or scale. The project conceptualised Impact Thinking as focusing on creating as much net positive impact possible with the resources available. The concept of 'impact' was defined as the changes in people's lives caused by the activities of the social entrepreneurs, as an individual or as organisation, whether directly or indirectly.

The data collection in this approach is directed more broadly towards informing operational decisions and improving the design of products and services and being able to report the change in impact over time. It encourages focusing on collecting 'good enough' data – good enough to inform decisions and to encourage a culture that seeks change in response to feedback.

## Approach and outputs:

The Impact Thinking Approach that was developed in the project offers a practical, step by step methodology encouraging the social entrepreneurs (and also other stakeholders - especially small-scale civil society organisations) to start managing the impact from the

project/activity design stage, and stakeholder involvement. It also guides on how to collect and use data as basis for decision making process. An important dimension of the project was also to encourage literacy on social impact analysis and data on social impact.

The materials developed within the project, in other words the intellectual outputs, namely the Needs Analysis Report, Impact Thinking Framework, training content, "Maximize Your Impact" guide and casebook, all serve to the purpose of enabling the beneficiaries to systematically plan and implement their approach to social impact maximisation.

## Results and impact:

The project provides social entrepreneurs very concrete, simple and innovative tools to maximise their impact. The project outputs should help the users to engage with stakeholders, collect data, and design (or change) activities for maximum impact.

**The project provides social entrepreneurs very concrete, simple and innovative tools to maximise their impact.**

The Know Your Impact programme was first of the kind implemented in Turkey and Estonia, providing training and coaching to the social entrepreneurs on how to plan impact assessment, collect the necessary data and include it as a source of information to support the decision making within the organisation.

The project outputs have reached beyond the intended context. The outputs are being used by formal education institutions, especially in Higher Education Institutions in Turkey as part of different course curricula. By September 2019 a course book on social entrepreneurship is indicated to be prepared by the individuals involved in the project, which is expected to increase the impact of the project.

The project's main impact also seems to be observed on a conceptual framework. As indicated by one of the interviewees, the participants, at the beginning of the project, were more inclined to think within the frame of "measurement", but

towards the end of the project they became more aware of impact management and became more impact-oriented.

## Success factors:

The project was designed and implemented by highly professional and very experienced organisations and team from the outset. The project's key success factors appear to be:

- Stakeholder involvement and open and embedded communication and feedback channels throughout the project;

- A thorough needs analysis and reality check;

- High levels of commitment from the project partners, and a strong sense of ownership by the stakeholders. The participants have transformed from passive recipients to active owners and producers of the project in a short time span. This transformation contributed significantly to the success of the project;

- Each partner contributing with different areas of expertise and harmonized approach of this diversity which in turn increased the added value of each partner's contributions;

- The number of face-to-face meetings and the personal contacts and level of trust established within the project team.

> • **Open and embedded communication and feedback channels throughout the project.**
>
> • **A thorough needs analysis and reality check.**
>
> • **High levels of commitment from the project partners, and a strong sense of ownership by the stakeholders.**
>
> • **Each partner contributing with different areas.**
>
> • **Level of trust established within the project team.**

However, the project also had several issues, approaches and methods that did not go as planned, or sometimes simply did

not work. The most obvious example is the use of moodle platform for mentoring and coaching. Although such an online mentoring approach seemed innovative at the beginning and was made an integral part of project implementation, one of the interviewees indicated that the participants did not like it and did not utilize it. This lead to make some readjustment for mentoring and coaching, which had to be eventually done more offline and face-to-face. The interviewees concluded that there was a bit of technology overload in the project design, ignoring the need for traditional offline methods expressed by the participants.

**The interviewees concluded that there was a bit of technology overload in the project design, ignoring the need for traditional offline methods expressed by the participants.**

The interviewees also indicated that in a project design that has such a strong technological dimension, it is essential to have a high level of tech support. If they were to do this project again, they clearly expressed that they would include an expert partner in technology management.
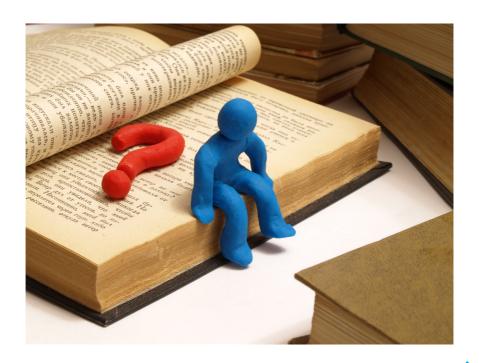
The interviewees also argued that in such innovative approaches when a practical and concrete guide is developed, it is essential to accurately estimate the effort that is needed by the user to utilise such a guide. In this project, it was realised that the project team has overestimated the effort that an average user is willing to commit for using a guide. The importance and priority were given to create a guide that is reliable and applicable, but the initial reaction by the users was that "the guide was too academic".

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One of the interviewees stated that the users did not want to spend time and energy to understand the guide and study and experiment with it; they required more of a "plug&play" approach, a guide that would hit the ground running. Therefore, the team had to invest extra energy to describe the guide, and even organise additional trainings on how to use the guide. This was only possible through extra effort contributions by the partners.

# Conclusions

The six case studies presented in this report makes it possible to summarise some major observations with regards to five key research questions of the RAY-INNO research. It should be reiterated that none of those six case studies are Strategic Partnership projects with the aim of exchange of good practices, thus, the conclusions presented here should be considered only in relation to "innovation" potential of the transnational Strategic Partnership projects.

With regards to the question of **how the selected transnational Strategic Partnership projects have defined innovation** in the context of their projects, a variety of approaches can be observed. In that sense, it is possible to argue that innovative characteristics is attributed to the theme of the project; to the **output** that the project produces; **to the ways of implementation/application**; or to the **methods** that they use. For example, some of the projects consider the theme of the project as innovative to the extent that a new concept (e.g. biomimicry) is brought together with another concept of relevance to young people (e.g. entrepreneurship). Some other projects consider their outputs as innovative as it is the case for the "social circus platform" or "training curriculum for the hearing-impaired tourist guides". In the former case, the already existing practices of the partner organisations are pooled and made available to wider public in order to multiply and spread the effects of the youth work practices. In the latter case, the training curriculum was already identified as non-existent in relation to the theme of the project, and it was created and tested (albeit to a limited extent) in a way to develop a new opportunity for young people, in that particular case to the hearing-impaired young people.

In the cases where the implementation/application was considered to be innovative, it is possible to observe that some approaches that already exist are applied to new fields that require novelty. The non-formal training approaches, including games, energisers, icebreakers and simulations, that are commonly used by youth workers and trainers were adopted and designed to be used with a specific target audience, the refugees. Thus, the project under

examination had innovation both in terms of what they are doing (youth work and refugees) and how they are doing (applying non-formal education and learning to working with refugees). Last but not the least, when the methods are considered as innovative, for example in the project which applies community media to the social entrepreneurship, it is possible to see that the project brings together different approaches and methods to tackle down social issues, namely application of community media methods to encourage and enable social entrepreneurship, which eventually increased ownership of initiatives by creating a sense of community and resulted in empowerment.

With regards to the question of **how the selected transnational Strategic Partnerships have sought to support for fostering of innovation, the project consortia** appear to be an important factor. Most of the projects involve partners which are particularly working on the topic/theme of the project in their local contexts. Again, in most of the cases, the innovative aspects of the projects were discussed and identified by the project partners in a cooperative way. Such an effort included elements such as a thorough needs analysis, study visits, experiences of already working together etc. Although in many cases the division of labour among the partners has been an issue to be revisited when the project had started, efforts to ensure proper communication and mutual understanding on innovation helped the consortia redefine the roles of the partners and get their agreement on it in a way to ensure that almost all the activities were implemented as originally planned.

Some partner organisations which have specific expertise for the realisation of the project (such as IT specialists, training specialists…) were also involved in the consortia to serve for particular aims of the project. In those cases, it is observed that the projects had a positive impact on the specialised partners also, for example, by enlarging the visions of those organisations beyond the particular professions that they are working in. In addition, many projects developed evaluation and feedback mechanisms during the project implementation, in a way to evaluate the quality of the

outputs, to discover the impact of the project outputs on young people, and to identify the further needs of the target group from the outputs developed by the projects. Still, it should also be acknowledged that not all the partners in the projects assumed an active role as some others did, and this situation necessitated further efforts, especially by the coordinating organisation, to engage the rather inactive partners into the project activities.

Another aspect of seeking to support for fostering innovation is constant feedback loop. Most of the projects examined in the case studies had very involved, knowledgeable and committed advisory stakeholder groups. These advisory groups were involved at different stages of the project and they displayed high sense of ownership of the project and outputs. Through constant evaluation and feedback mechanisms, all projects were able to reach higher levels of quality and maintain relevance to the realities of the field. In several of the cases analysed, the advisory groups provided reality checks based on their experience and expertise working in the field. Such reality check coming from especially the practice side ensured that the projects and their outputs were not top-down, designed from an academic point of view and with little relevance to what is happening in the field. In the lack of defined advisory committee, various multiplier events were used to receive some forms of feedback from the institutions, organisations and individuals which/who were not directly involved in the project.

With regards to the question of **how the results of transnational Strategic Partnerships, namely the intellectual outputs, have typically been shared**, it is possible to observe that mostly online platforms and multiplier events were utilised. The online platforms, such as the Circus Effect and Biomimicry for Entrepreneurs, the community media and reach out websites, are not only considered to provide information, knowledge, skills and support for the beneficiaries, but are also perceived as an opportunity to expand the outreach of the project outputs to wider audiences. In that sense, those platforms are

prepared and presented in at least three different languages to increase their potential outreach. Additionally, those platforms are not only designed and developed by the project partners, but the beneficiaries/participants of the projects took an active role in preparing the materials such as the short video tutorials.

Multiplier events, as another means of sharing the outputs of the projects, reflect a vast variety. In line with the theme of the project, those events were realised in form of trainings, study visits, workshops, seminars, festivals, concerts, exhibitions and so on. Some of those events were directly organised by the project partners, both for the participants of the projects, as well as for the wider public. Some examples of those events are the social circus or biomimicry workshops; trainings implemented in line with the training curricula or modules developed in the projects (such as the sign language tourist guide vocational training; know your impact programme etc.) and youth circus festivals organised by the volunteers and participants of the projects. In addition, there are also multiplier events organised by different institutions/organisations in which the members of the project team took part in order to share the outputs of the project. An example is the participation of the project team in entrepreneurship competition organised by a university.

It was also interesting to observe that in some cases, the need for further dissemination of the project outcomes was identified throughout the implementation phase. It is also a positive factor that when such a need was identified, the project teams managed to find the ways to develop such activities, for example, in cooperation with different organisations or institutions. An example is the involvement of biomimicry workshops in the youth camps of the Ministry of Youth and Sports. Thus, the cooperation and partnerships with other institutions and organisations proved to be another factor that increased the outreach of the projects. Such cooperation opportunities are not only realised during the implementation of the projects, but also appeared as a possibility of future cooperation. For example, for at least two projects, the Ministry of Education representatives showed

interest in the topic and education materials produced in the projects. It is also possible to observe that, as a result of all those factors, many transnational Strategic Partnership projects in the sample of this report managed to realise more multiplier events and dissemination activities than those foreseen at the application phase of the project. The aforementioned advisory groups also appear to be important in terms of dissemination. As almost all the projects had actively engaged advisory groups, those individuals had increased sense of ownerships of the projects and were critical in dissemination of the outputs to wider audiences. Increased involvement of different stakeholders in all aspects of the projects from the very beginning ensures quality through strengthening practice-research dialogue and avoids projects to function in a top-down fashion.

When the **adequacy of these sharing approaches** is considered, it is observed that the methods used for sharing the outputs of the projects proved to be effective. As the multiplier and dissemination events display a variety and diversity, it is possible to argue that the project teams adopted the methods that were perceived to be most relevant and most effective for their purposes. One important aspect of the dissemination and multiplier events was the inclusion of representatives that are beyond the youth sector. By including different social actors, such as representatives of student associations, professional organisations, universities and social movements (i.e. women's, refugees, and environment), the sharing processes had success to reach larger and diverse audiences. Even for the online outputs such as the platforms and online courses, additional activities for sharing were organised in a way to create a link between the training content and training practice. Thus, especially valid for the online outputs, the project teams did not only create the tools and left the use of them to the discretion of any interested beneficiary, but also tried to ensure their dissemination and actual use especially through specific events.

When the question of **how innovation has an impact beyond the partnership carrying a project, on the specific**

**youth work context of the project as well as the wider youth sector,** it can be observed that the projects all worked based on a specific social need, and this had an important impact on reaching both youth work and beyond youth sectors. They have addressed issues that constitute an important part of social reality, such as the wave of refugees, the need for information and knowledge exchange that goes beyond public and private media channels, environment and disabilities. One particular project aimed at social value of the work of the youth organisations and impact analysis, which is crucial in evidence production in the quest for further recognition and funding. As all these issues were relevant for almost entire society and youth work sector, the innovative outputs are considered useful and interesting for all actors beyond the partnership. For the case of refugees for example, the innovative outputs were interesting for wider youth sector and even beyond it as they have to deal with this phenomenon in their day to day work basis. Biomimicry project's outputs could be adopted to different target groups, which helped the project go beyond the youth work and touch the needs of the formal higher education system. The "reach out" project's outputs of non-formal training guidelines were approached, appreciated and utilised extensively by education and health sectors as well. The Community Media and Social Entrepreneurship project's approach was greeted with interest by any group that has the makings of a community and deals with issues to be addressed; thus, the project's outputs have an impact on any youth work actor that can build a sense of community and needs to address social challenges, as well as other groups such as women's initiatives or refugee support groups. In short, the projects dealing with everyday issues ensured relevance for other actors both from within and beyond youth sector. The adoptability of their innovative outputs made it possible for different groups to pick up the innovation and use it in their own scale and settings.

Last but not the least, with regards to **the aspects which contribute most to the successful transition of project outcomes into youth work and youth policy discourses beyond a particular project**, a varied picture is observed.

First of all, although there are links with the youth work, in some projects the original design of the projects was not directly considering transition of outcomes into youth work. In some projects, such a missing link was identified during the project implementation and additional activities were organised to ensure the communication of the outputs to the youth groups and organisations. In some others, youth work was defined in a broad way, and targeting young people was considered as an important element of transition of outcomes into youth work. Secondly, project themes acted as a factor for the transition of outcomes into youth work. The themes were often coming from relevant everyday issues that connects both the youth work field and actors beyond youth work with regards to their day-to-day activities and they helped the youth work actors in relating to the project approach easily. Thirdly, the adoptability of the outputs to different local, national and regional realities and to different sectors is an important aspect. The outputs were not tailored for a specific group or context, but with modifications, can be applied by different groups operating in different realities. Fourthly, adopting a scientific approach in the design of the projects appears to be a crucial success factor. In the projects that have had a scientific involvement and approach, such as conducting extensive desk research, exploratory research, well-designed needs analysis and benefiting from previous experiences of the partners, the outcomes were of higher quality and these outputs were all well received by the youth work and beyond youth sector. The scientific approaches also appear to ensure efficiency and effective use of resources by the project. Last but not the least, composition of the consortia was also an important factor. The partners were able to display high levels of resilience in the face of drastic legal and bureaucratic challenges in Turkey. The commitment and experience levels of partners in the project seems to enable them to persevere to finalise the projects, often taking additional costs and tasks with no additional resources. This required extra efforts in terms of ensuring a healthy communication, however, the project consortia seemed to manage finding ways of working together successfully.

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